

## **Students' Perceptions on Role of Madaris in Developing Literacy Skills among Out-of-School Children through Multigrade Teaching**

Shahzad Ahmed\*

### **Abstract**

Literacy is an essential part of basic education and is a key component of how learners communicate, engage in learning and further educational pursuits, especially in out-of-the-way areas. Madaris-based non-formal basic education schools in Pakistan are typically resource-challenged, and students of various ages and learning levels attend the same school. In the context, the Multigrade Teaching approach may offer a viable classroom setup to facilitate learning opportunities. Keeping in view the perceptions of Grade 5 students about the role of Multigrade Teaching in the development of Urdu, English and basic mathematics skills in Madaris based non-formal basic education schools, this study was carried out. A quantitative descriptive survey design was used. The respondents for this research were 49 students from Grade 5 of the non-formal basic education schools set up in Madaris, District Talagang. A questionnaire was developed by the researcher himself and was validated from the point of view of six educational experts and pilot-tested before the main data were collected. The overall content validity index was .99 and the pilot reliability coefficient was .82. The data was analyzed descriptively, frequency, percentage, minimum score and maximum score, mean score. The results revealed that students in general were found to be feeling positive towards Multigrade Teaching in respect of learning Urdu, English and basic mathematical skills. The mean scores for speaking Urdu, speaking English, oral mathematics practice, peer interaction, and interest in learning were high. Practically moderate mean scores, however, were found with weaker students and some items of confidence-building and practical language use. Based on the results of the study, the conclusion that can be drawn is that student perceptions of the Multigrade Teaching in Madaris based non-formal education are positive. The results of the

---

\*Secondary School Teacher, Talagang, [sh5672475@gmail.com](mailto:sh5672475@gmail.com)

study, however, should be read with caution because it was based on perceptions and not actual literacy levels. The study suggests teacher training, better teaching materials, structured literacy activities and further research in direct literacy assessment techniques.

**Keywords:** *Madaris, Multigrade Teaching, Literacy Skills, Students' Perceptions, Non-Formal Education, Out-of-School Children*

## **Introduction**

Education plays a crucial role in the growth and development of the learners. Students are the primary beneficiaries of education (Chaudhary et al, 2025). It is also an inevitable fact that primary education is the backbone of the education sector. It is imperative to promote simple literacy (reading, writing, and comprehension) in the primary level as this forms the basis of child education. "Reading, writing, and arithmetic skills are the basic skills" (Rouf and Naseer, 2025). The argument is desperate in Pakistan as it has a complicated education system, comprising of state-run schools, privately-run schools, Madaris, and Islamic religious schools. Madaris used to be regarded in Pakistan as a religious school, and the population is not very interested in what they provide, yet such learning facilities are a necessity in basic education.

This paper investigates the way in which Madaris in Pakistan teach their students in lower primary level with simple literacy skills. This subject has been less discussed but is critical in the educational policy and practice in the country. Teaching is a prime communicative and academic developmental acquisition, such as reading and writing. According to it, literacy is far beyond a skill and is a lifelong process of development (Naseer, 2026). It is a crucial human right and social capital. Literacy development is particularly one of the least addressed issues in the early years of child learning because it predetermines further learning in several areas. Moreover, according to the research, higher literacy levels contribute to improved socio-economic outcomes, increased awareness of health problems, and civic participation (Zafar, 2022).

The timeline of advancing literacy in primary school students was crucial in national growth of Pakistan since over 60 percent of the population is less than 30 years old. Abdullah (2020) states that basic literacy is defined as the capacity to read and write in the primary level by the United Nations Educational, Scientific and Cultural Organization. This also gives them even a stronger base to learn upon, improves their knowledge, and makes them think critically. The importance of developing early literacy skills has been established. Literacy development, however, is very diverse lifelong process (Naseer, 2026) that depends on the educational stream particularly in Pakistan where there are public schools, private schools, and the religious schools that cater to different populations (Radovanović et al., 2020). Madaris are religious schools that are part of the education system in Pakistan. In the rural and poor regions that have less access to government schools. These schools usually provide schooling, food, and accommodation facilities, and this is

of interest to the wealthiest families (Asadullah and Chaudhary, 2016). Madaris is projected to be contributing towards the education of the Pakistani youth considering it has a student population of over 2 million students. Irrespective of their power and presence, one gets an idea of how Madaris teaches the basic literacy skills, such as reading and writing, considering what they do, i.e. teaching religious texts and memorization processes, as part of rote learning.

Madaris are important in the education system of Pakistan, especially to children in the underprivileged segments of the society, where primary and secondary levels of education are few. Such institutions mostly are religious schools, though tend to include some literacy teaching. However, these encounter difficulties in the form of increased human and financial resources, the untrained teachers, and old-core curricula. The exceptional setting of Madaris demands a specific form of literacy education in terms of cultural and religious backgrounds and other learning demands. Even though, integration of Mazahib-e-Islam and knowledge, which is provided in Madaris can be used in enhancing the quality of education, as recent studies indicate. In Pakistan, the disparity in the socio-political sector still hinders the delivery of fundamental education and religious education is also likely to have numerous obstacles. (Bilal, 2021) This can be solved with innovation and technology which is also lacking in our schools and paving the way to creativity and the feeling of something in between the old religious training and new literacy.

Research into the efficiency of multigrade teaching in this regard may provide an insight into how learners with primary school education can be made more literate. Multigrade Teaching Multigrade Teaching is teaching a group of students of different grades in the same classroom. This practice is widespread in Pakistan and other countries of the world, in the country schools and in rural and under-resourced schools. It allows teaching the needs of students effectively and developing a collaborative classroom (Alda & Gementiza, 2023). The class size in Madaris is smaller than the one in the traditional state-run schools. The fact that the age groups are mixed in one classroom would mean that the teaching strategies, including the one that would work with each child separately, would assist the students in building of their literacy skills in general. Even though there are numerous benefits, multi-grade teaching is challenging. It has been established that most teachers require assistance in meeting the different needs of students in learning as well as creating an effective method of teaching at different grades. (Bongala et al., 2020). As well, teachers may not be able to apply viable multigrade interventions due to a lack of resources and training.

The Multigrade Teaching-learning process requires the syllabus used by Madaris to be applied in a more efficient way. Rote memorization is considered as more important than critical thinking and comprehension towards a literate basis in the conventional approaches. This requires a prompt evaluation of the ways Multigrade Teaching can be utilized in Madaris to enhance the achievement of literacy related goals, without being insensitive to the cultural and religious backgrounds of these schools. Research has mentioned that Madaris have had troubles integrating the reading and writing skills into their teaching. The language barrier is one of the significant challenges they have to struggle with: Madaris is taught in Arabic and students study the Quran, although most of them speak Urdu or a language of their country of origin. This may render learning a language difficult among the students, coupled with a curriculum that is more memorization-based. This may obstruct literacy growth in them. Besides, the research indicates that the schoolteachers might need further training on how to teach reading and writing, particularly in non-religious courses like Urdu and English. This contributes to the problem of creating literacy because educators might not rely on the approaches to instruct reading and writing in the classroom. This research paper examines the literature of acquiring literacy ability by primary students in the Primary schools of Madaris using a special method referred to as Multigrade Teaching. The research also seeks to give a preview of the literacy education in Madaris.

Other studies have identified that graduates of madrasa could experience some barriers either during advanced education or employment because they lack basic skills in literacy and numeracy. Nevertheless, the information about the literacy outcomes at lower grades is more demanded. One of the measures that we look at to illustrate this move is by evaluating the reading and writing skills of the primary students in madrasah institutions to give a better understanding of how the institutions equip students to take the next step in life, which is higher education and citizenship. Here, the implication of the term of religious orientation is to find out how this religious orientation influences the content of teaching, and one might think of as literacy in Madaris but in the larger context of the demands of other types of literacies to be met throughout Pakistan are being voiced. It is imperative to promote simple literacy (reading, writing, and comprehension) in the primary level as this forms the basis of child education.

Nonetheless there is a wide disparity in the literacy progression of the educational streams particularly in Pakistan where people belong to the public school, the privatized school and the religious school. The research design was quantitative measurement of the literacy results of teachers and

students in selected Madaris. By concentrating on the development of literacy in the primary level, this study adds value to a crucial aspect of educational policy and practice that has been mostly ignored in the Madaris and their position in the Pakistani education system. It is difficult to overestimate the possible role of the study in influencing the education policy. The proposed research will be a gap in the literature as it considers the ways of Madaris, which operates in Pakistan, encourages and facilitates primary students to acquire basic literacy skills in a multi-grade teaching method. The knowledge of literacy practices, challenges, and results in such schools is essential to increasing the overall literacy rates in the country and making sure that educational settings with students of all education levels have everything they need to succeed in post-secondary schools.

### **Theoretical Framework**

The social constructivist learning perspectives are used in this study as a theoretical background. Vygotsky's sociocultural approach to learning emphasizes the role of the learner's interaction with the teacher, peers, language, and cultural tools. This point is important in the multigrade classroom because there may be a need to have the ability of teaching for different levels of students and the possibility of there being support from higher capability students or the teacher. The concept of guided support proves to be valuable for the interpretation of the opportunities for learning that mixed level classrooms can afford. The study is also related to the peer learning theory. Peer learning indicates that students can be helped by explaining, repeating, observing, and practicing with their peers. Peer learning can happen when the more competent are able to help others who are less competent or when students collaborate on reading, writing, and number-related work in multigrade classes. But it's important to plan peer interaction, not let it go by the wayside. Without the direction of a teacher, stronger students can dominate activities, and weaker students can be passive. Based on this theoretical framework, the present study considers Multigrade Teaching as a classroom organization that can affect students' learning experiences by interaction, practice, peer support and teacher facilitation. Multigrade Teaching is not considered an automatic success in the study. Rather, it analyses students' perception about the facilitation that this system provides for selected skills related to Urdu, English, and mathematics. The importance of the study. This study's importance is several folds. Firstly, it is a topic that has received little research attention: students' perceptions of literacy development in non-formal education

schools that use Madaris as their instructional approach. Secondly, it offers practical understanding of the learning experiences of grade 5 children in Urdu, English and mathematics in multigrade classrooms. Thirdly, the outcomes could contribute to the knowledge available to policy makers, curriculum planners and non-formal education administrators about the kind of support that is needed for literacy learning in resource constrained religious education contexts. The study can also be helpful for teachers in their professional development. Multigrade Teaching should be strengthened by fostering peer learning, flexible grouping, guided reading, oral language practice, and activity-based mathematics teaching, if students' attitude toward it is positive. At the same time, the study underscores that positive perceptions do not necessarily translate to actual improvement in literacy. Consequently, the value of the study is in the identification of perceived classroom support and further evidence and intervention required.

### **Significance of the Study**

This study was critical for various reasons, highlighting the significance of studying the basic literacy skills of primary learners in Madaris through Multigrade Teaching. First, it fills a critical research gap in the study of reading and writing skills in religious schools across Pakistan. Second, it offers helpful lessons and hints on effective teaching practices appropriate to those specific contexts. This study has policy-making and pedagogical implications for educational attainment through Multigrade Teaching practices for Pakistani students. The findings were helpful for future reforms, initiatives, and policies to improve literacy skills among primary-level students across Pakistan, with a focus on Madaris.

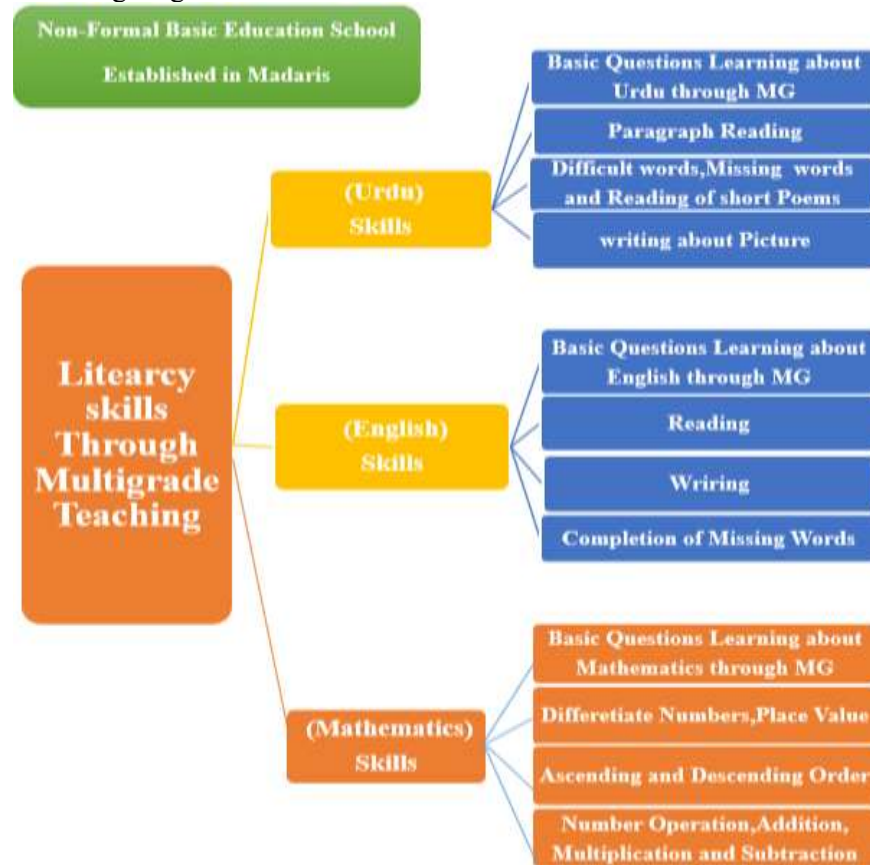
Furthermore, the results also enhance understanding of the effective use of multigrade to facilitate literacy skill development in resource-constrained educational environments. The study was also critical regarding its potential to develop remedial program designs and teacher training modules to improve literacy instruction delivery in Madaris. So, this research significantly contributes to the literacy literature by catalysing the ongoing journey to ensure equitable access to quality education and enhance the literacy proficiency of underprivileged children.

### **Conceptual Framework**

The conceptual framework of the study is based on the relationship between Madaris based non-formal basic education, Multigrade Teaching practices and students' perceived development of literacy-related skills.

Three skill areas are included in the framework: Urdu skill, English skill and basic mathematics skill. Urdu skills include reading, paragraph reading, difficult words, missing words, short poem reading and picture-based learning. English skills involve responding to simple questions, reading and writing and filling in missing words. This encompasses number recognition, place value, ordering numbers, addition, subtraction, multiplication and so on.

The conceptual framework of the study can be clarified through the following diagram.



**Figure 1: Conceptual Framework**

### Problem Statement

Literacy is an essential element of basic education and plays an important role in students' learning achievements, communication and

brain development. Limited opportunities for literacy acquisition due to poverty, school access, and inequitable access to trained teachers and learning materials are significant challenges that many learners in Pakistan are facing. Attempts are also made at the Madaris based non-formal basic education schools to address some of these gaps, however, the literacy learning environment in these schools has not been studied adequately. Many non-formal schools based on Madaris have multigrade classrooms where the students have different ages, abilities and academic performances. It can foster peer learning, repetition and flexible grouping, but can also be challenging for teachers to meet the learning needs of each student. Furthermore, students' experiences of being taught in the reading, writing, and numeracy components of the curriculum could be influenced by religious beliefs, language habits, and the memorization of content. While the issue of Madaris education and Multigrade Teaching have been touched upon in different studies; however, there has not been much research to explore the students' perception of literacy development in Madaris based non-formal basic education (NFBE) schools using Multigrade Teaching. Therefore, it is important to know the attitude of students regarding the effect of this classroom setup on the learning of Urdu, English and basic mathematics. This study aims to fill the gap by studying the perception of the Grade 5 students of the selected Madaris based NFBE schools of District Talagang.

### **Objectives of the study**

1. To investigate the students' perceptions on development of literacy skills through Multigrade Teaching in Madaris.
- RQ1:** To what extent students perceive that Urdu skill is developed among students.
- RQ2:** To what extent students perceive that English skill is developed among students.
- RQ3:** To what extent students perceive that numeracy skill is developed among students.

### **Research Methodology**

**Research Design:** This study followed a quantitative survey design to collect data from literacy learners of primary level class 5 in Madaris. The study collected numerical data through a structured student questionnaire. The questionnaire was used to measure students' perceptions about learning Urdu, English, Mathematics, and multigrade teaching.

The quantitative descriptive survey design was used in this study. The design was suitable for the study as the objective of the study was to gather numerical data on Urdu, English, mathematics and Multigrade Teaching perceptions of Grade 5 students. This study was not of an experimental type and not measured directly was the pre-test or post-test in terms of literacy achievement. Thus, results are evidence of perception, not evidence of instructional effectiveness.

**Population, Sample and Sampling Technique:** The population of this research-based study comprised all Grade 5 students of Madaris attached to the Literacy Department Non-Formal Basic Education schools in the Talang district. There were 99 learners in Madaris.

The sample for this study was selected using a random sampling technique, in which students were randomly selected from the population. The overall sample comprised final-year students from 5 grades at NFBE schools established in Madaris.

1. There were 99 students in the study population. The sample consisted of final-year grade 5 students from these 22 schools, selected 50% of the population.
2. Thus, the study's sample comprised 49 final-year students.

**Research Tool:** A self-developed student questionnaire was used for data collection using face-to-face method. There were two parts to the questionnaire. Demographic data (gender, age, class level and location) was included in part A of the data. The objective of study and research questions were covered in part B. The items were related to students' perceptions about learning Urdu, English and basic mathematics skills by Multigrade Teaching. The language of the tool was kept at a level accessible to the respondents and Urdu support was used as needed.

**Validity and Reliability:** Educational experts' opinions (6 experts) were considered for content/face validity. Their recommendations were incorporated. The researcher will check the Content Validation Index (CVI-Index), which contains Aligned, partially aligned, and non-aligned. Then, the questionnaire was administered to a randomly selected 30 students from non-formal schools who would not be included in the actual study sample. CVI index was 0.99\* which showed the content strength of the tool. CVI index for the questionnaire for students was 1\*. CVI index for worksheets was reading worksheet 1\* writing worksheet 0.83\* and arithmetic skills 0.83\*.

**Data Collection:** The questionnaire was distributed among students during a personal visit to selected Madaris NFBE primary schools to collect data for this research-based study. Research ethics were considered in this regard. Participants' consent was sought. Those who do not give consent to participate were not included in the sample.

**Data Analysis:** After collecting the data, it was analysed in mean, percentage, and frequency.

## RESULTS

**Table 1**

*Students' Perceptions on learning Urdu language through Multigrade Teaching*

| Sr No | Statements                                                                                                                                       | N  | Minimum | Maximum | Mean |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------|----|---------|---------|------|
| 1     | کیا آپ سمجھتے ہیں کہ ملٹی گریڈ ٹیچنگ کے ذریعے پڑھائی جانے والی جماعت میں اردو پونے سے اردو زبان آسانی سے سیکھنے میں مدد ملتی ہے؟                 | 49 | 3.00    | 5.00    | 4.77 |
| 2     | کیا آپ سمجھتے ہیں کہ ملٹی گریڈ ٹیچنگ میں مختلف عمر اور جماعتوں کے طلبہ کا باہمی رابطہ اردو زبان کے ذریعے سیکھنے میں معاون ثابت ہوتا ہے؟          | 49 | 3.00    | 5.00    | 4.67 |
| 3     | کیا آپ کے خیال میں ملٹی گریڈ کلاس میں اردو زبان کی عملی مشق (بول چال، مکالمہ) طلبہ کی زبان دانی کی صلاحیتوں کو بہتر بنانے میں مددگار ہو سکتی ہے؟ | 49 | 1.00    | 5.00    | 3.16 |
| 4     | کیا آپ سمجھتے ہیں کہ ملٹی گریڈ ٹیچنگ کے دوران اردو میں گفتگو کرنے سے کمزور طلبہ کی اعتماد میں اضافہ ہوتا ہے؟                                     | 49 | 1.00    | 5.00    | 3.14 |
| 5     | کیا آپ سمجھتے ہیں کہ اردو زبان سیکھنے کے لیے ملٹی گریڈ تدریسی طریقہ موزوں ہے؟                                                                    | 49 | 1.00    | 5.00    | 4.36 |
| 6     | کیا آپ سمجھتے ہیں کہ ملٹی گریڈ تدریسی طریقہ اردو زبان سیکھنے میں طلباء کی دلچسپیوں کو فروغ دیتا ہے؟                                              | 49 | 1.00    | 5.00    | 4.26 |
| 7     | کیا آپ سمجھتے ہیں کہ مدارس میں ملٹی گریڈ ٹیچنگ کے ذریعے پڑھایا جانے والا تدریسی مواد اردو زبان سیکھنے کے لیے دلچسپ ہے؟                           | 49 | 1.00    | 5.00    | 4.24 |
| 8     | کیا آپ سمجھتے ہیں کہ ملٹی گریڈ ٹیچنگ آپ کے سیکھنے میں دلچسپی پیدا کرنے میں مددگار ہے؟                                                            | 49 | 2.00    | 5.00    | 4.46 |

|    |                                                                                                                  |    |      |      |      |
|----|------------------------------------------------------------------------------------------------------------------|----|------|------|------|
| 9  | کیا آپ سمجھتے ہیں کہ ملٹی گریڈ تدریسی طریقہ مشکل الفاظ کو پڑھنے، کم شدہ الفاظ کو پڑھنے اور سیکھنے میں مددگار ہے؟ | 49 | 1.00 | 5.00 | 4.36 |
| 10 | کیا آپ سمجھتے ہیں کہ ملٹی گریڈ تدریسی طریقہ (تصویری رنگ کے ذریعے آسانی سے سیکھنے میں مددگار ہے؟                  | 49 | 1.00 | 5.00 | 3.79 |

The above Table 1 presents the Descriptive Statistics Analysis of students' perceptions of learning Urdu through Multigrade teaching. The table showed that students had a positive perception of Multi grade teaching ability to enhance their Urdu skills. Regarding speaking Urdu in a class taught through Multigrade teaching (M=4.77), Interaction in Urdu between students of different ages and grades through Multigrade teaching. (Mean = 4.67), Practical Urdu language practice (Spoken, conversational) through Multi grade teaching (Mean = 3.16), Communicating in Urdu during Multi grade teaching increases weaker students' confidence. (Mean = 3.14), multigrade teaching method is suitable to learn Urdu (M=4.36), Multi grade teaching method promotes students interest (Mean= 4.26), Teaching material taught through Multi grade teaching are interesting to learn Urdu language (Mean= 4.24), Multi grade teaching helps to develop interest learn Urdu (M=4.46), Multi grade teaching method promotes students interest in Reading Missing and difficult words (Mean= 4.36), Multigrade teaching helps students to learn Picture reading (Mean= 3.79). This table indicates that students perceived multigrade schooling as effective in developing Urdu language skills.

**Table 2**

*Students' Perceptions on learning of English language through Multigrade Teaching*

| Sr No | Statements                                                                                                              | N  | Minimum | Maximum | Mean |
|-------|-------------------------------------------------------------------------------------------------------------------------|----|---------|---------|------|
| 1     | Speaking English in a class taught through Multi grade Teaching                                                         | 49 | 4.00    | 5.00    | 4.61 |
| 2     | Interaction in English between students of different ages and grades through Multi-Grade Teaching.                      | 49 | 2.00    | 5.00    | 4.34 |
| 3     | Teaching of English through multi-grade class equally promotes students' listening, speaking, and comprehension skills. | 49 | 2.00    | 5.00    | 3.42 |

|   |                                                                                                   |    |      |      |      |
|---|---------------------------------------------------------------------------------------------------|----|------|------|------|
| 4 | Communicating in English during Multi-Grade Teaching increases the confidence of weaker students. | 49 | 1.00 | 5.00 | 3.51 |
| 5 | Multigrade Teaching is suitable to learn English                                                  | 49 | 2.00 | 5.00 | 4.40 |
| 6 | Multi grade teaching method promotes students' interest                                           | 49 | 2.00 | 5.00 | 4.02 |
| 7 | Teaching material taught through Multi grade teaching                                             | 49 | 2.00 | 5.00 | 3.87 |
| 8 | Multi grade teaching helps develop interest                                                       | 49 | 3.00 | 5.00 | 4.51 |
| 9 | Reading Missing and difficult words through Multi grade teaching.                                 | 49 | 2.00 | 5.00 | 4.46 |

The above Table 2 presents the Descriptive Statistics Analysis of students' perceptions of learning English through Multigrade Teaching. The table showed that students had a positive perception of Multigrade Teaching to enhance their English skills. Regarding speaking English in a class taught through Multi-Grade Teaching (M=4.61), Interaction in English between students of different ages and grades through Multi-Grade Teaching. (Mean = 4.34), Teaching English in a multi-grade class equally promotes students' listening, speaking, and comprehension skills. (Mean = 3.42), Communicating in English during Multi-Grade Teaching increases weaker students' confidence. (Mean = 3.51), Multigrade Teaching is suitable for learning English (Mean= 4.40); multi-grade teaching method promotes students' interest (Mean= 4.02); Teaching material taught through multi-grade teaching (Mean= 3.87); multi-grade teaching helps develop interest (Mean= 4.51); Reading Missing and difficult words through multi-grade teaching (Mean= 4.46). This table concludes that students perceive Multigrade Teaching as effective in promoting English language skills.

**Table 3**

*Students' Perceptions on learning of basic Mathematics skills through Multigrade Teaching*

| Sr |            |   |         | Mean    |
|----|------------|---|---------|---------|
| No | Statements | N | Minimum | Maximum |

|   |                                                                                                              |    |      |      |      |
|---|--------------------------------------------------------------------------------------------------------------|----|------|------|------|
| 1 | Oral practice up to three digits in a class taught through Multi grade Teaching                              | 49 | 4.00 | 5.00 | 4.73 |
| 2 | The interaction between students of different ages and grades through Multi-Grade Teaching.                  | 49 | 4.00 | 5.00 | 4.57 |
| 3 | The practice of mathematics through multi-grade classes.                                                     | 49 | 2.00 | 5.00 | 3.55 |
| 4 | Multi-Grade Teaching increases the confidence of weaker students.                                            | 49 | 1.00 | 5.00 | 3.40 |
| 5 | Multigrade teaching is suitable to learn Mathematics                                                         | 49 | 3.00 | 5.00 | 4.55 |
| 6 | Multi grade teaching method promotes students' interest                                                      | 49 | 3.00 | 5.00 | 4.51 |
| 7 | Teaching material taught through Multi grade teaching                                                        | 49 | 2.00 | 5.00 | 4.08 |
| 8 | Multi grade teaching is helpful to develop interest in learning, place value, ascending and descending order | 49 | 3.00 | 5.00 | 4.42 |
| 9 | Multigrade teaching is helpful to develop interests in learning Addition, Subtraction and Multiplication     | 49 | 1.00 | 5.00 | 4.51 |

Table 3 above presents the Descriptive Statistics Analysis of students' perceptions of learning basic mathematics skills through Multigrade Teaching. The table showed that students had a positive perception of Multigrade Teaching in enhancing their Mathematics skills. Regarding Oral practice up to three digits in a class taught through Multigrade Teaching (M=4.73), interaction among students of different ages and grades occurs through This Approach. (Mean = 4.57), The practice of mathematics through multigrade classes. (Mean = 3.55), Multigrade Teaching increases the confidence of weaker students. (Mean = 3.40), Multigrade Teaching is suitable to learn Mathematics (Mean= 4.55), Multi

grade teaching method promotes students interest (Mean= 4.51), Teaching material taught through Multi grade teaching (Mean= 4.08), Multi grade teaching is helpful to develop interest in learning, place value, ascending and descending order (Mean= 4.42), Multigrade Teaching helpful to develop interests in learning Addition, Subtraction and Multiplication (Mean= 4.51). This table concludes that students perceived Multigrade Teaching as effective in promoting mathematical language skills.

### **Findings**

- It was found that Table 2 showed the Mean of group statistics for Literacy skills related to the Urdu language for each statement asked of 5th class students from NFBE schools established in Madaris of Tehsil Talagang and Lawa District Talagang. The table showed the perception of most students. The mean score (M = 4.77) indicates that most students strongly agreed that speaking Urdu in a multigrade classroom facilitates learning Urdu. This reflects a highly positive perception about the role of speaking Urdu in multigrade teaching classrooms.
- It was found (Table 3) showed that the Mean of group statistics for Literacy skills related to English language about each statement asked from 5th class students from NFBE schools established in Madaris of Tehsil Talagang and Lawa District Talagang. Table showed that the mean score was (Mean=4.61) with the minimum score was 4.00 and the maximum score was 5.00. Indicates that most of the students were strongly agreed that speaking English in a multigrade classroom facilitates to learn English language. This finding reflects a highly positive perception of students about the use of spoken English as effective in encouraging them in multigrade instructional settings.
- It was found (Table 4) showed that the Mean of group statistics for Literacy skills related to Mathematics about each statement asked from 5th class students from NFBE schools established in Madaris of Tehsil Talagang and Lawa District Talagang. Table showed that the mean score was (Mean=4.73) indicates that most of the students strongly agreed that oral practice up to three digits is effectively supported in classes taught through multigrade teaching. This result indicated that students had a high positive perception of oral mathematics practice that developed their oral numerical skills, which showed good engagement and repeated opportunities of practice in multigrade classes.

### **Conclusion and Recommendations**

The study focussed on the perceptions of Grade 5 students about the role of Multigrade Teaching in the development of literacy related skills

in the Madaris based Non-formal Basic Education Schools. The results revealed that overall students' attitudes regarding Multigrade Teaching were favourable towards learning Urdu and English and basic mathematics. The students expressed positive perceptions regarding speaking activities, interactions with each other, practicing oral mathematics, reading difficult words and missing words, and building interest in learning. The results should, however, be interpreted with caution. This study was based on student perceptions and did not directly examine actual student literacy outcomes. So, it is not possible to draw a direct link between MT and the improvement of literacy achievement. Rather than that, the study found that students have a positive perception of Multigrade Teaching in Madaris-based non-formal education classroom. Other areas such as confidence building for weaker students and the use of language in practical need should be paid more attention.

Overall, students are satisfied with multigrade teaching regarding development of literacy skills (Reading of Urdu and English, Writing of English and Urdu, and Arithmetic skills). However, the scope of these non-formal education schools run by the Literacy Department should be expanded to every street in the city areas and far-flung rural areas. We can educate everyone effectively and achieve the SDG targets. Only through non-formal Education schools can compulsory education be provided flexibly. Non-formal Education has supported the motto of (each one to teach one).

The government should implement curriculum reforms (such as ALP) for students studying in NFBE schools. Finally, evidence-based literacy programs and time-tested interventions should be implemented to enhance student achievement, and parent participation and community involvement should be encouraged to foster literacy development. In the light of the above findings, educational policymakers should invest in teacher training and resources and adopt policies that encourage the proper use of Multigrade Teaching. For further research, it is recommended not only to investigate the long-term effects of multigrade instruction on literacy development, but also resources and the issues emerging from this study can be addressed.

## REFERENCES

- Abdullah, N. A. (2020). The State of Education in Pakistan: An Analytical Review of Basic Education Indicators. *New Horizons*, 14(1), 1-14. <https://greenwichjournals.com/index.php/NH/article/view/252>
- Alda, R., & Gementiza, J. I. (2023). Reading Instruction in Multigrade Classes: A Narrative Inquiry. *Interdisciplinary Research Review*, 18(3). <https://ph02.tci-thaijo.org/index.php/jtir/article/view/248620>
- Asadullah, M. N., & Chaudhary, N. (2016). To madrasahs or not to madrasahs: The question and correlates of enrolment in Islamic schools in Bangladesh. *International Journal of Educational Development*, 49, 55–69. <https://doi.org/10.1016/j.ijedudev.2016.01.005>
- Bacus, R., Alda, R., Balo, V. T., & Arandia, N. (2025). Reading Level Distribution in School Districts: Implications for Curriculum Enhancements. *Jurnal Arbitrer*, 12(3), 350–367. <https://doi.org/10.25077/ar.12.3.350-367.2025>
- Bilal, F. (2021). Curriculum Reform and Religious Education: *A Study of Jamia Khair ul Madaris, Multan*. <http://pjhc.nihcr.edu.pk/wp-content/uploads/2022/01/2-Curriculum-Reform-Fakhar-Bilal-Final-Track-Changes-Accepted.pdf>
- Bongala, J. V., Bobis, V. B., Castillo, J. P. R., & Marasigan, A. C. (2020). Pedagogical strategies and challenges of multigrade schoolteachers in Albay, Philippines. *International Journal of Comparative Education and Development*, 22(4), 299–315. <https://doi.org/10.1108/IJCED-06-2019-0037>
- Bongala, J. V., Bobis, V. B., Castillo, J. P. R., & Marasigan, A. C. (2020). Pedagogical strategies and challenges of multigrade schoolteachers in Albay, Philippines. *International Journal of Comparative Education and Development*, 22(4), 299–315. <https://doi.org/10.1108/IJCED-06-2019-0037>
- Chaudhary, M. S. Ghuffar, A., & Naseer, N. (2025). Enriching UNESCO's Life Skills Through Educational Technology Interventions: Analysis of Interpersonal Life Skills of Distance Learners. *Journal of Asian Development Studies*, 14(1), 1237-1249 <https://doi.org/10.62345/jads.2025.14.1.99>
- Naseer, N. (2026). Exploring Challenges in Advancing Lifelong Learning in Basic Education: A Comparative Study of Formal and Non-Formal Institutions Physical Education, *Health and Social Sciences*. 4(2), 36-47. <https://journal-of-social-education.org/index.php/Jorunal>

- Naseer, N. (2026). Institutional Approaches of Formal and Non-Formal Institutes to Foster Lifelong Learning Opportunities in Basic Education. *Social Science Review Archives*, 4(2), 121-131. <https://doi.org/10.70670/sra.v4i2.2003>
- Radovanović, D., Holst, C., Belur, S. B., Srivastava, R., Hounbonon, G. V., Quentrec, E. L., Miliza, J., Winkler, A. S., & Noll, J. (2020). Digital Literacy Key Performance Indicators for Sustainable Development. *Social Inclusion*, 8(2). <https://www.cogitatiopress.com/socialinclusion/article/view/2587>
- Rouf, Z. Naseer, N. (2025). Enhancement of Reading Skills of Preschool Children through Parental Involvement in Family Literacy Program. *International Journal of Distance Education and E-Learning (IJDEEL)*, 10(2), 14-25. <http://irigs.iiu.edu.pk:64447/ojs/index.php/IJDEEL/article/view/7178>
- Zafar, S. (2022). Madrassah Education System: Evolution and Contemporary Challenges. *Journal of Development and Social Sciences*, 3(I), 01–14. [https://doi.org/10.47205/jdss.2022\(3-I\)01](https://doi.org/10.47205/jdss.2022(3-I)01)